

# Motivational Interviewing

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Great Falls, September 12, 2012

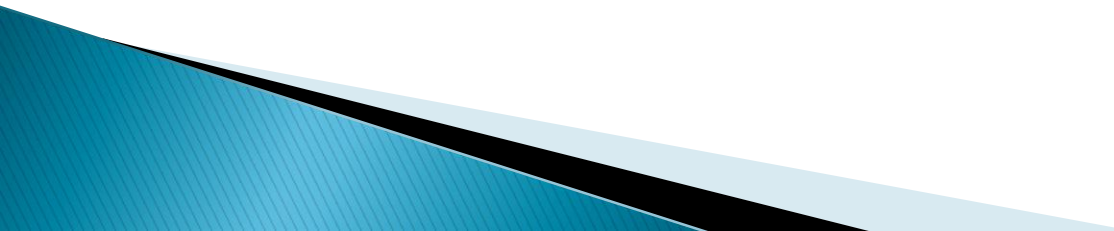
# Motivational Interviewing

- ▶ Introductions
- ▶ Hopes
- ▶ Limitations
- ▶ Overview
- ▶ Experience with MI or SOC?
- ▶ Possibilities in 4 hours

# Persuasion

- ▶ Take 2 or 3 minutes with the person next to you.
- ▶ Share with that person one thing you are considering changing
- ▶ Listener:  
Use your best persuasive skills in favor of what you think they should do..try to solve their dilemma; offer options or convince or persuade them of the possible solutions
- ▶ Talker—consider how this works for you—you will have your turn next to address your partner's area of change
  - ▶ *Switch Roles!*


# Human Ruler

- ▶ On a scale of “0 “ to “10” where 0 is no importance and 10 is of highest importance for you, how important for you is it to be able to facilitate change with the people you work with?
  - ▶ On the same scale, how confident are you now that you have the skills to do so?
- 

# Dancing vs. Wrestling



# Righting Reflex–Getting stuck

- ▶ We often feel it our responsibility for other people to change:
  - ▶ ...It may feel like part of our job
  - ▶ ...It may feel essential because we feel someone is at risk, ruining their life, or not achieving their potential
  - ▶ ...*We may end up wanting change more than the person in charge of it*
  - ▶ ...We **push**, they resist or defend.....
  - ▶ And the wrestling, not dancing, starts
- 

# Righting Reflex–Reactions

- ▶ Anger, agitation
- ▶ Opposition, rebellion
- ▶ Discount, dismiss
- ▶ Defend
- ▶ Justify
- ▶ Avoid, ignore
- ▶ Procrastinate
- ▶ Feel misunderstood or
  - Not heard
- ▶ Fear
- ▶ Helplessness
- ▶ Shame
- ▶ Disengaged
- ▶ Uncomfortable
- ▶ Stuck
- ▶ Overwhelmed

Natural responses

BUT Not helpful



# *Ambivalence*

“People often get stuck, not because they fail to appreciate the down side of their situation, but because they feel at least two ways about it.”



Miller & Rollnick



# Listening–An Art

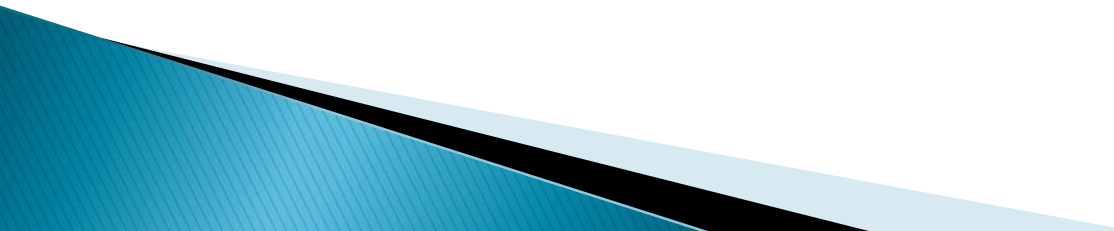
- ▶ Not easy or simple, but can be better if:
  - We set aside agendas (temporarily), and our anxiety about the next step, point, thought, or argument
  - Focus on learning about, from and how– *be curious*
  - Think reflectively
  - Recognize the value and power of being witness to another person's experience and work
  - Respect silence and other's use of silence.
  - *Allow ourselves to develop our inherent ability with listening.*

# Good listening–Impact

- ▶ Feel understood
- ▶ Gain clarity
- ▶ Feel accepted
- ▶ Want to talk more
- ▶ Feel respected
- ▶ Feel engaged
- ▶ Feel safe
- ▶ Feel empowered
- ▶ Feel hopeful
- ▶ Like the listener/counselor
- ▶ Feel interested
- ▶ Want to come back
- ▶ Cooperative
- ▶ Willing to work with
- ▶ Willing to consider change

Helpful and a good relationship

# Stages of Change Model/Self Determination Theory

- ▶ Readiness for change: Precontemplation, Contemplation, Preparation, Action, Maintenance
  - ▶ Constructs to explain how people change and how to facilitate change
  - ▶ Stages interact with intervention strategies
  - ▶ Matching is believed to be most fruitful to facilitation of change.
  - ▶ Internal (intrinsic) motivation is believed to be more powerful than external motivation.
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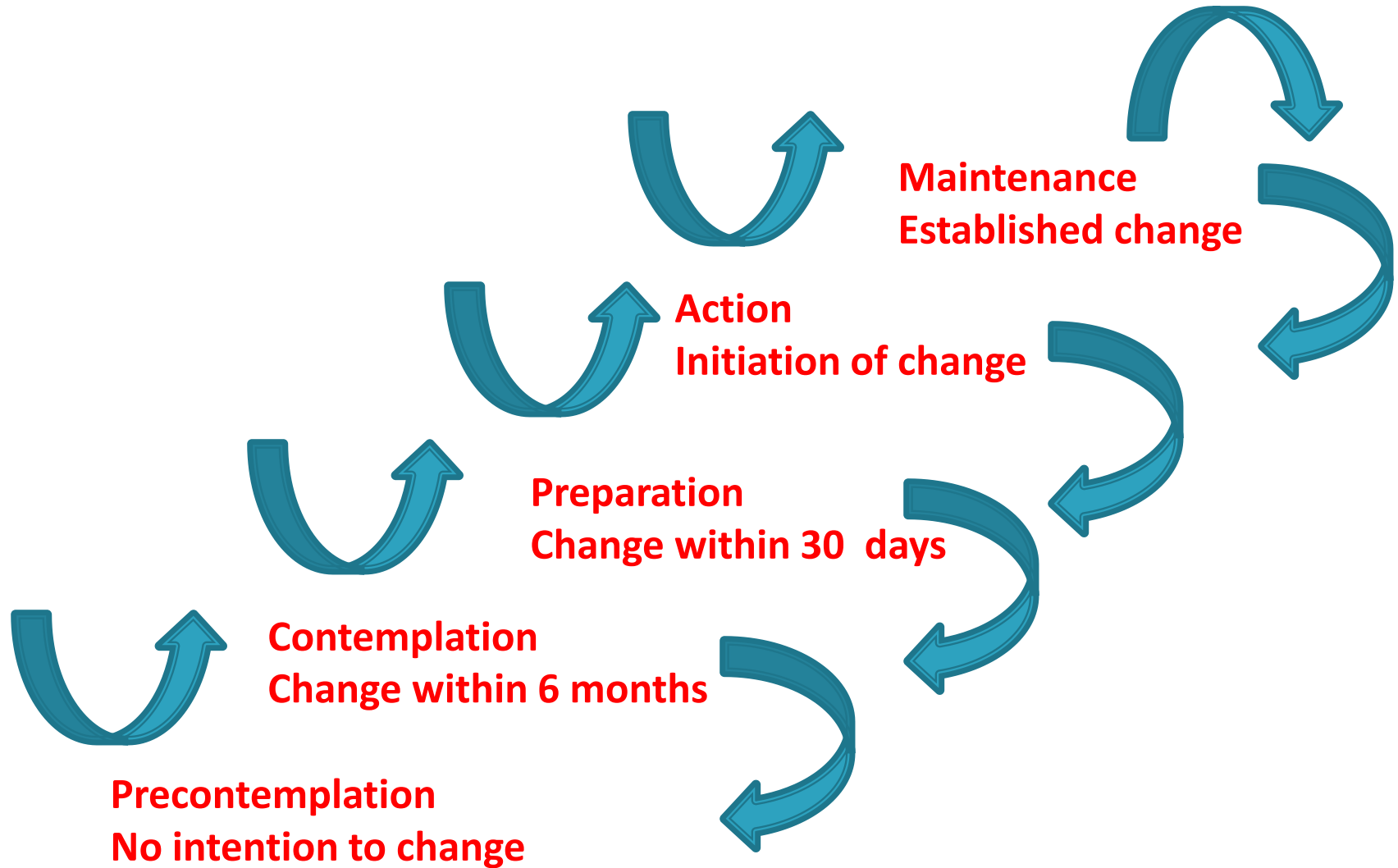
**Intentional Change is a  
process, not an event!**

# What is Motivational Interviewing?

- ▶ The current, updated definition of Motivational Interviewing is as follows: *“Motivational interviewing is a collaborative, person-centered form of guiding to elicit and strengthen motivation for change”*
  - Utilizes concepts of the transtheoretical model of behavior change (readiness model) but is not TM
  - Emphasizes personal empowerment
  - Backbone is counseling and communication skills of client-centered approach applied in a strategic method



# Transtheoretical Model of Change-Dynamic Stages



# *Motivational Interviewing....*

- ▶ Places an emphasis on the role the relationship plays in facilitating or blocking change
- ▶ Considers that our attitudes and ideas about change can set the stage for facilitation or stagnation
- ▶ Values listening as a viable tool and activating technique for the facilitation of change
- ▶ Recognizes that knowledge is not entirely sufficient as motivation for change



# Motivational Interviewing

- ▶ Requires a shift in role from ‘expert’ to facilitator
- ▶ Considers that both practitioner and client may have agendas that are meaningful and important
- ▶ Utilizes evidence– based principles of change to facilitate movement
- ▶ Respects the autonomy of the ‘the person who needs to change’ (‘changer’); only they ultimately control their outcome
- ▶ Focuses on empowerment

# MI 3 version (upcoming)

- Motivational Interviewing is a *collaborative* goal oriented style of communication with *particular attention to the language of change*. It is designed *to strengthen personal motivation for and commitment* to a specific goal *by eliciting and exploring the person's own reasons for change* within an atmosphere of *acceptance and compassion*

Handout: *What's New in MI-3 As of September 6, 2011* presented by W. Miller and S. Rollnick at the Motivational Interviewing Network of Trainers Forum in Sheffield, UK, Sept, 6, 2011.



“Given a choice between changing and proving that it is not necessary, most people get busy with the proof.”

John Galbraith

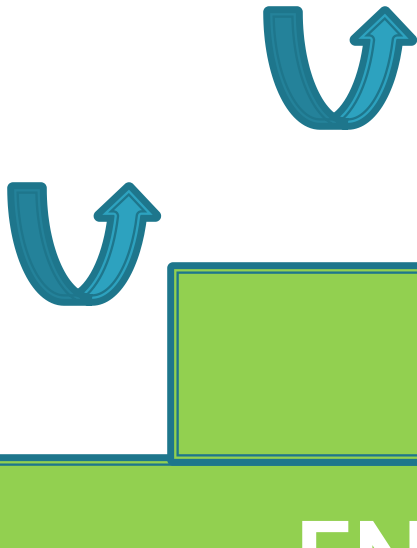
- 4 Processes form the foundation of MI

PLANNING

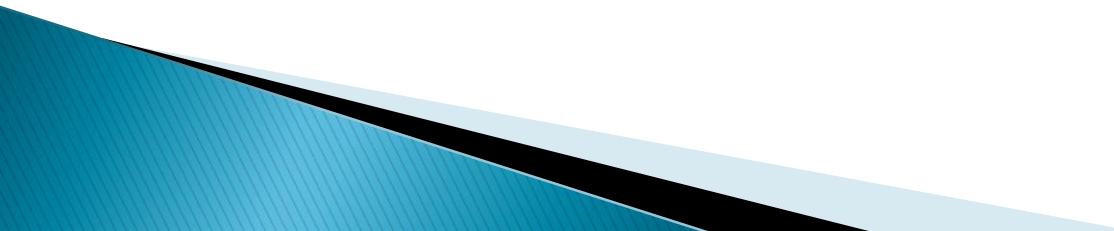
EVOKING

FOCUSING

ENGAGEMENT



# Engagement–MI Spirit

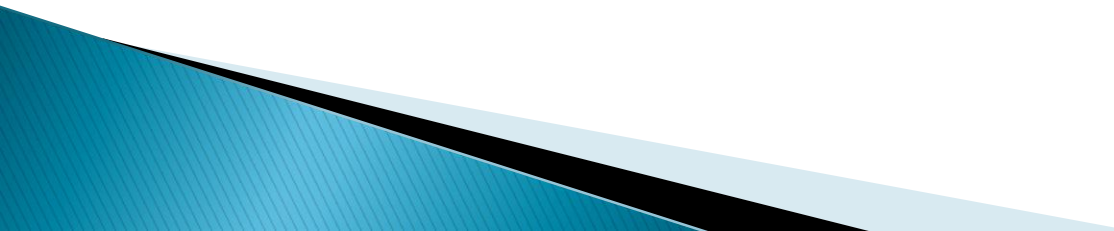
- ▶ Believes in the importance of adopting the philosophy of change in which spirit is connected to technique:
  - ▶ Or ‘Words without Music’–no song
  - ▶ Or ‘Wrestling not Dancing’–not about winning
  
  - ▶ **Key to MI SPIRIT:**
  - ▶ Collaboration
  - ▶ Evocation
  - ▶ Autonomy/Support
  - ▶ Compassion
- 

# Exercise–MI Spirit

- ▶ Video
- ▶ Handout–Collaboration, Evocation, Autonomy/Support
- ▶ Listen to the Counselor and check handout
- ▶ Make note or check when you the counselor interacting in any way that appears to be
  - 1–Collaboration, 2–Evocation, or 3–Autonomy /Support
- ▶ We will discuss your scores and examples after.

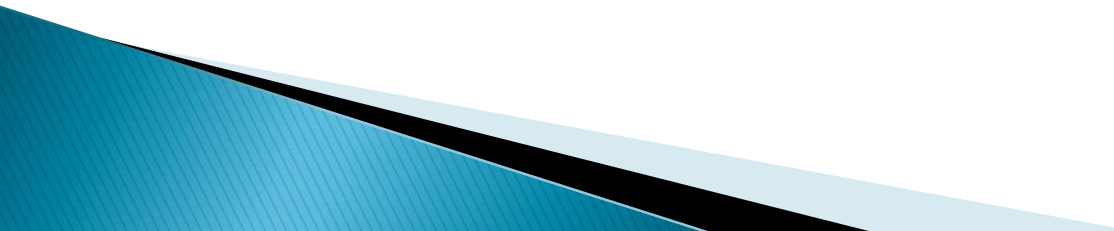
# Engagement to Focusing

## 5 Principles of MI: GRACE

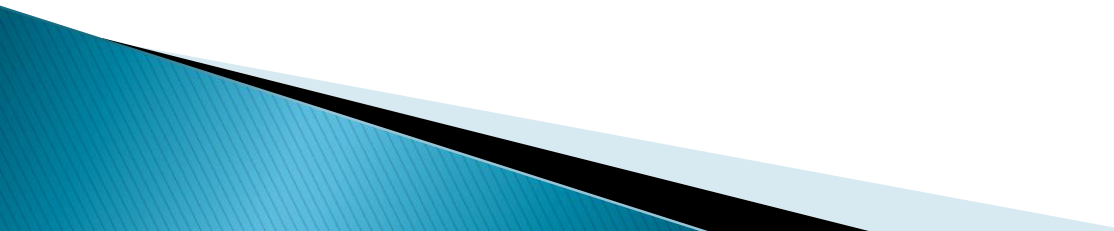
- ▶ G – Create a Gap
  - ▶ R – Roll with resistance
  - ▶ A – Avoid Arguing
  - ▶ C – Can do attitude
  - ▶ E – Express empathy
- 



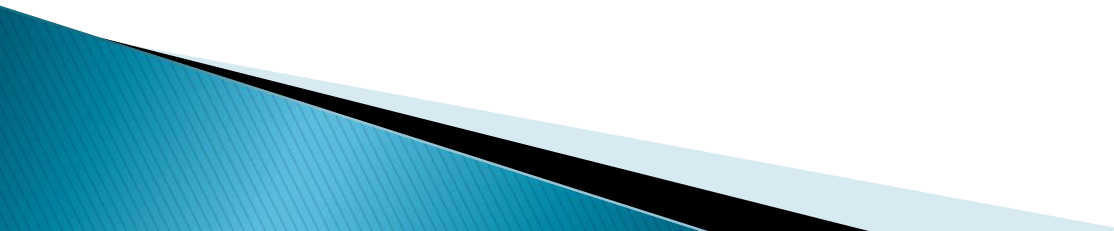
# Create a Gap-Develop Discrepancy

- ▶ A gap is a motivating discrepancy
  - ▶ Discrepancy comes from within the client
  - ▶ Good topics: where I want to be and where I am
  - ▶ Clients present arguments for change
  - ▶ Goal – elicit and reinforce change statements
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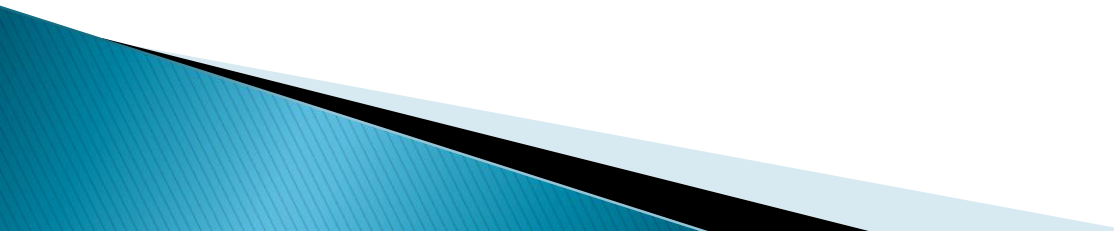
# Roll with Resistance

- ▶ Resistance is energy
  - ▶ Opposing resistance strengthens it
  - ▶ If resistance increases, change strategies
  - ▶ Offer new perceptions, don't impose or argue them
  - ▶ Use client as a resource for finding solutions
  - ▶ Resistance is a signal to respond differently—change strategies
- 

# Avoid Arguing

- ▶ Key to effective MI: keep resistance low
  - ▶ Client resistance influenced by therapist behavior
  - ▶ The more confrontation, more drinking, eating, avoiding
  - ▶ Avoid arguing for change
  - ▶ Acceptance of label (obese, alcoholic), unnecessary for change
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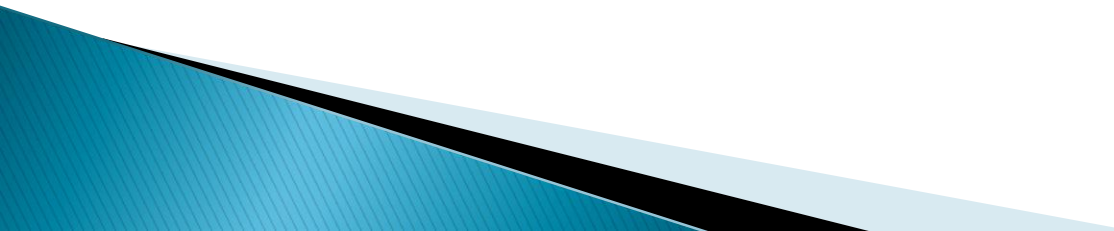
# Can do attitude- Support Self-Efficacy

- ▶ High self-esteem unnecessary
  - ▶ Without Can Do, risk turns to defensiveness
  - ▶ Impart belief that change is possible
  - ▶ The client will choose change, not you
- 

# Express Empathy

- ▶ Ability to accurately understand the client's meaning and experience (walk a mile in their shoes)
- ▶ Ability to reflect accurate understanding back to the client
- ▶ Creates safety to explore conflicts and face reality.
- ▶ Use non-possessive warmth, accurate understanding, and unconditional positive regard.
  
- ▶ Not having had the same experience or problem
- ▶ Not feeling bad for the person (sympathy)
- ▶ Not identifying with another person
- ▶ Opposite of breaking through denial

# Video

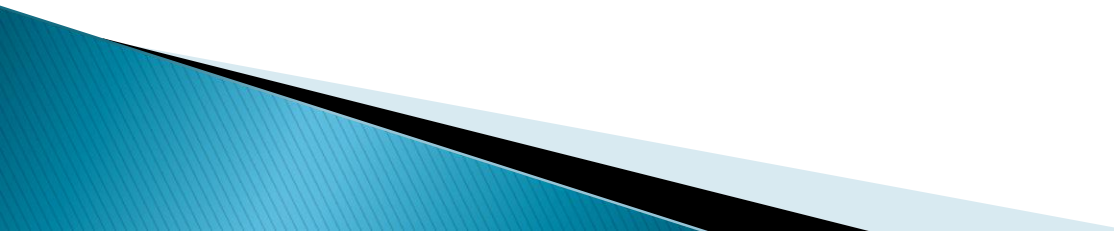
- ▶ What is happening in this interchange?
  - ▶ Which of the MI Spirit pieces are present?
  - ▶ (Collaboration, Evocation, Autonomy/Support)
  - ▶ What about the Foundational Processes—where are they?
  - ▶ (Engagement, Focusing, Evoking, Planning)
  - ▶ What about Principles? (GRACE)
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# BREAK

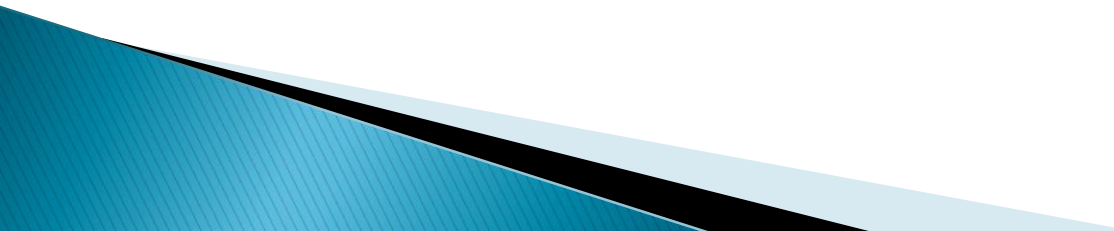
- ▶ 15 minutes please!



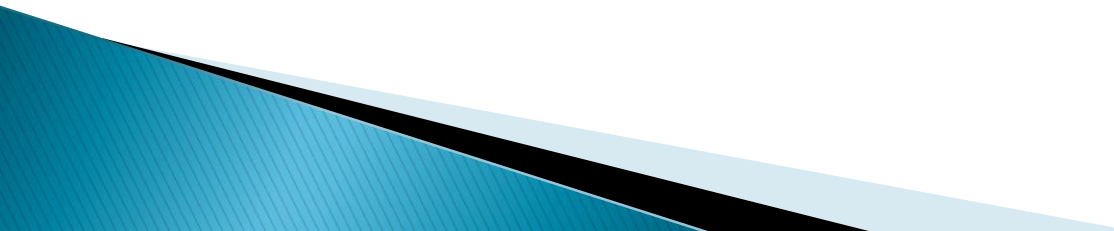
# Keeping your paddles in the water

- ▶ Moving safely through challenging waters
  - ▶ Keep in mind Engagement–do you have it?
  - ▶ Want to be able to Focus–are clients with you?
  - ▶ Will you be able to Evoke reasons for change?
- 

# MI “Microskills” – OARS

- ▶ Essential Skills to effective practice.
  - ▶ Used differentially depending on client need
  - ▶ Helping roles may lead us to *tell people what to do* instead of LISTEN and *work* with them
  - ▶ Basic skills we can use when we feel stuck
  - ▶ Backbone of MI
- 

# MI “Microskills” – OARS

- ▶ Open-ended Questions
  - ▶ Affirmations
  - ▶ Reflective listening
  - ▶ Summaries
- 

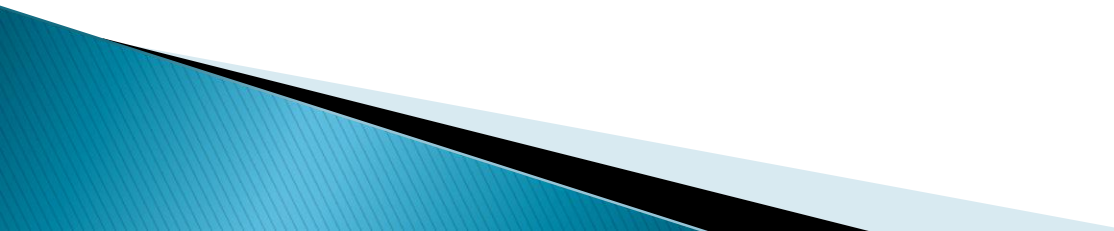
# Open-ended Questions

- ▶ Sets the tone for MI work
- ▶ Creates momentum
- ▶ Focus broadly
- ▶ Key question : “What would you like to focus on today?” “What are you ready to address about your health?”
- ▶ Rules of thumb:
  - More open than closed questions

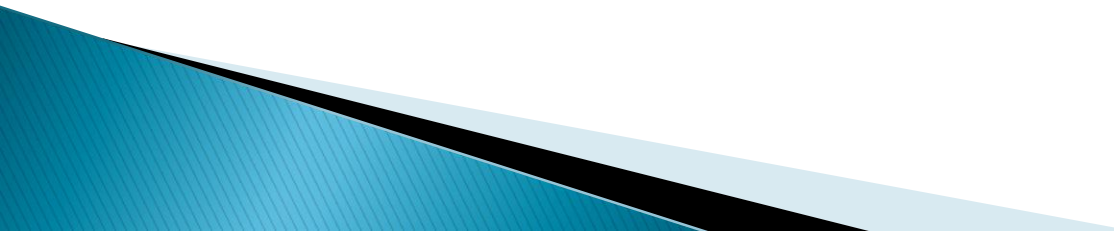
# Affirmations

- ▶ Remember: Change is HARD
- ▶ Some clients are demoralized
- ▶ Notice and appreciate all steps and positive action
- ▶ Be genuine
- ▶ Explore partial successes
- ▶ Recognize resistance as energy–affirmation
- ▶ *Think of specific affirmations your have received in your life–what made it powerful or meaningful? Give this gift to others....*

# Reflective Listening

- ▶ MI is built on this listening skill
  - ▶ Need to think reflectively (not for your next question)
  - ▶ Levels of reflection:
    - Simple Reflection:
      - Rephrase and repetition
    - Complex reflection:
      - Paraphrase (amplified, double-sided)
      - Reflection of feeling, meaning, metaphor, etc.
  - ▶ Vary your depth
- 

# Forming Reflective *Statements*

- ▶ Not a question but a statement–no up at end
  - ▶ It is a hypothesis–a guess about what the person means:
  - ▶ DO you mean that you....?
  - ▶ BUT remove question words ....you....
  - ▶ Inflect your voice down at the end:
  - ▶ “You are so tired of trying and seeing no benefit.”
  - ▶ *Doesn't matter if people agree or disagree*
- 




# Summaries

- ▶ Special form of reflective listening
- ▶ Structure:
  - Indicate you're about to summarize
  - Be selective–MI summaries focus on:
    - Ambivalence, Efforts & **Attend** to change statements
  - Be concise!
  - End with invitation– Correct? What do you think?
- ▶ Use to change directions or ask a key question, or end a consultation (if end allow time for discussion or adding to summary)

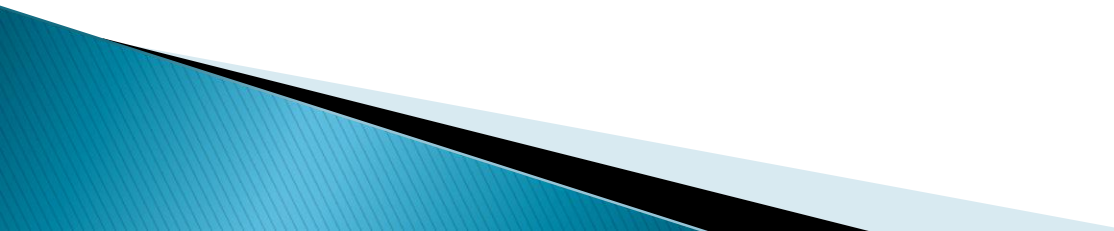
# Video–Steve Rollnick

- ▶ Listen for OARS
- ▶ Listen for Planning

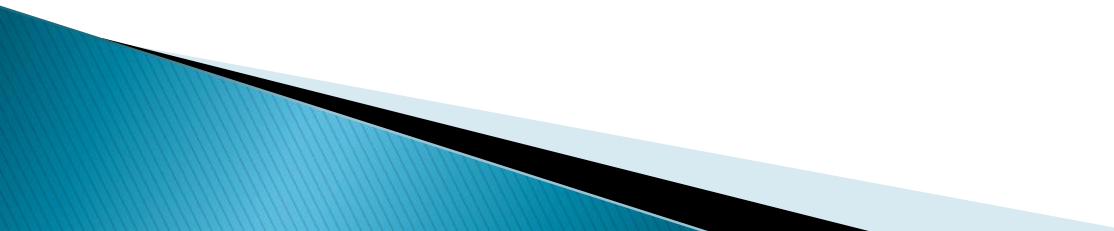
# Facilitating Brief Encounters

- ▶ Importance and Confidence Rulers
    - One method of getting change talk:
    - How **Confident** are you on a scale of 1–10 that you can change X?
      - What made you choose a 5 and not an 8 (why not higher)?
      - What made you choose a 5 and not a 3 (why not lower)?
    - How **Important** is it to you to change X?
      - Why not lower?
      - Why not higher?
- 

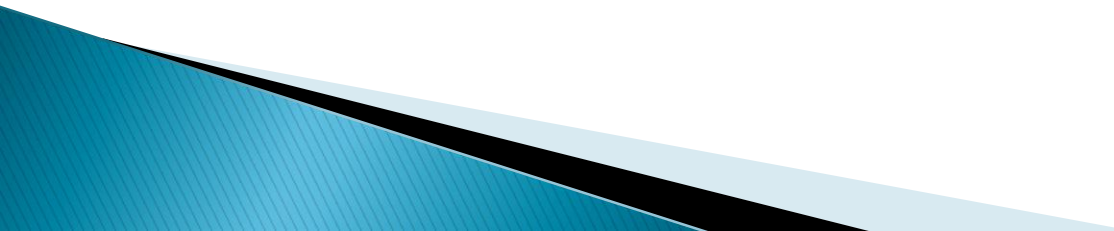
# Planning

- ▶ Listening
  - ▶ How do you know someone is ready to plan for change and set goals?
  - ▶ What do they say when you evoke Change Talk?
  - ▶ What do you hear that is sustain talk (stay the same) versus Change Talk?
- 

# Facilitating and listening for change DARN-CAT

- ▶ Listening for Change Talk
  - ▶ *Preparatory Change Talk*
  - ▶ Desire
  - ▶ Ability
  - ▶ Reasons
  - ▶ Need
  - ▶ *Mobilizing Change Talk*
  - ▶ Commitment
  - ▶ Activation
  - ▶ Taking Steps
- 

# Repeat of Video 1

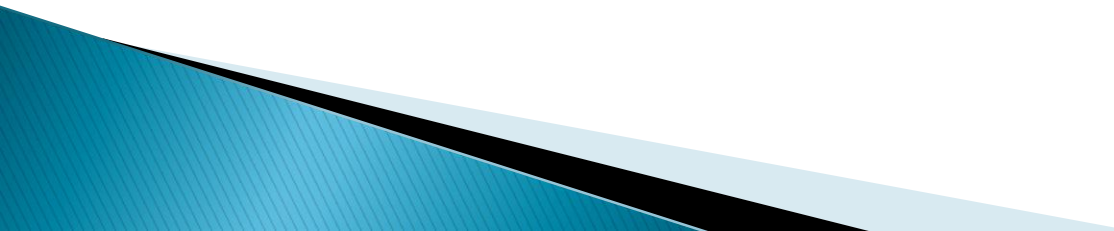
- ▶ Listen for
  - ▶ DARN
  - ▶ Desire Ability Reason Need
  - ▶ CAT
  - ▶ Commitment, Activation, Taking Steps
- 

# Information & Advice-giving

Three scenarios:

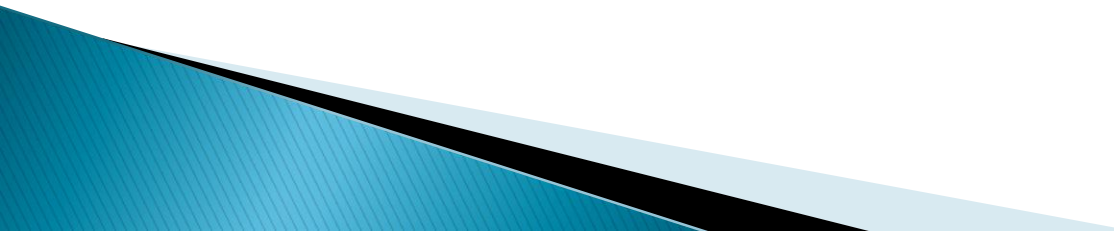
- Patient asks
  - You have information (lab results)
  - Ethics demand it
- 
- ▶ Remember; who is in charge of change?
  - ▶ Be skillful with your talk time

# Facilitating Brief Encounters


- ▶ **Explore–Offer–Explore**
  - ▶ **E–** What ideas do you have about your interest/readiness/ability to...?
  - ▶ **O–** My concern is that despite ...
  - ▶ **E–** What do you think?
- 



# Facilitating Brief Encounters

- ▶ **Permission, ASK, Provide, Ask–PAPA**
  - ▶ **P–** May I share a concern?
  - ▶ **A–** What would you do if...?
  - ▶ **P–** I'm worried that despite your ...
  - ▶ **A–** What are your thoughts about this?
- 

# “Next steps”

- ▶ Seek out additional materials
  - ▶ Obtain additional training
  - ▶ Consider how this information translates to how you approach intervention now?
  - ▶ What would be different? How does your system support or not support and MI approach?
  - ▶ How *ready* are you to apply this approach in your work?
- 

# Resources

- ▶ Miller & Rollnick (2002). Motivational Interviewing Preparing People for Change. Guilford Press:NY.
- ▶ Arkowitz, et al (2008). Motivational Interviewing in the treatment of Psychological Problems. Guilford: NY
- ▶ Rosengren, D (2009) Motivational Interviewing Practitioner Handbook. Guilford Press: NY.
- ▶ MI Website  
<http://www.motivationalinterview.org>